

## Linguistic Principles of Forming Linguistic Competence of Primary Class Students in The Process of Getting to Know the Features of The Text

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**Annotation:** In the article, great attention is paid to the multifaceted and complex process of developing all types of speech activity of elementary school students, as it is necessary for the integral formation of the personality, formation of values and worldview, establishing relationships with other people and learning the ability to interact, self-awareness and realization in various spheres of social activity largely depends on the fluency and mastery of the mother tongue. The study confirmed that the formation of speech competence of elementary school students is based on perception, multiplication, elementary analysis, composition and editing of statements of different styles and genres in oral and written forms. Therefore, the linguistic foundations of such activities in speech development classes are the main concepts and categories that primary school teachers should know. The author singles out the most effective of them in the formation of speech competence of elementary school students and gives a theoretical justification. They are: text, text informativeness, text theme, main idea, key words, text coherence and consistency, semantic and structural completeness, discreteness, text structure, text linearity and modality.

**Key words and phrases:** competence approach, speaking competence, elementary school students, text linguistics, text, text category, text structure.

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**INTRODUCTION.** In Uzbekistan, the introduction of competency-based and person-oriented methods of education and upbringing, comprehensive development of the child's personality and creative abilities are recognized as priority factors for ensuring the quality of primary education. In school practice, the established strategies for language learning and speech development of primary education students, in particular, the practical direction of the process of mastering the mother tongue, should be subordinated to the interests of students' speech development and the formation of basic communicative competence in them.

**ANALYSIS OF RESEARCH AND PUBLICATIONS.** Retrospective analysis of linguistic and didactic studies proved that the importance of studying the educational material in close connection with the development of speech of elementary school students has attracted the attention of scientists since time immemorial. F. Buslaev, M. Bunakov, I. Sreznevsky, K. Ushinsky, D. Tikhomirov and others tried to choose a system of exercises and creative assignments aimed at developing students' ability to use language tools in their own expressions in various styles [1].

Q. from Uzbek scientists. Husanboeva, R. Niyozmetova, Kh. Asalov, K. Holiqberdiev, S. Nazarova, M. Rikhsieva, F. Umarova, R. Yuldashev, D. Toshkho'jaeva, G. Mukhamedjanova, G. Ahmedova, G. Akhrorova, L. Mirdjalolova, S. Nazarova, M. Rikhsieva in the elementary grades of secondary schools, several aspects of the text, in particular, checking the reading of texts and

understanding their content, analyzing the linguistic units used in the text element by element, combining them with tasks to clarify their role in expressing a coherent idea, retelling for creative assignments and students to work on the construction of certain types of sentences [2, 3].

**METHODOLOGY.** The purpose of the article is to substantiate the linguistic principles of work on the formation of speech competence of primary school students in the process of getting to know the main features of the text.

**RESULTS AND DISCUSSION.** Despite the fact that text linguistics as a linguistic science appeared in the 1960s, there is still no single, universally accepted definition of its main concept. In modern studies, "text" (from the Latin *textum* – "connection", "union", "cloth") is interpreted in different ways: as the highest level unit of the language system; a linguistic unit expressing a sentence; consistent and coherent message created to transmit and store information; a unified communicative unit, a product of speech activity; group, set of phrases (sentences); a set of spoken or written speech; structural and semantic unity, etc. [1, page 23].

P. Dudik defines the text as a multi-word semantic and grammatical unit composed of one or more sentences expressing a written or spoken speech array [4, p. 278].

F. Bacevich and A. Zagnitko explain this concept taking into account the position of communicative linguistics: "The text is the result of communication (communication), its structural-linguistic component and at the same time its implementation..." [1, p. 147];

"Text is the genesis of communicative and cognitive activity, its formation and product"; "... a certain system of functional (for a specific purpose) communicative elements combined into a single closed hierarchical structure with a general concept or idea (communicative intention)" [5, pp. 30–31].

Uzbek scientist T. Ziyodova, first of all, pays attention to the structural organization of the text and considers it as an oral or written statement consisting of a few or many sentences, distinguished by its content and structural completeness, the author's certain attitude to the text. the content of what was said [6, page 31].

The author analyzes the concept of "text" in different aspects. According to the scientist, in the semantic plan, the text is perceived as a "complete, coherent whole"; from the point of view of speech activity, it is "the result of a purposeful speech act subordinated to a certain communicative task, the direct speech activity itself"; according to the pragmatic interpretation, the text is "a means of linguistic communication between the sender and the receiver", and from the informational point of view, it is a "picture of the world" with different levels of objectivity. [6, page 110].

In our opinion, N. Pasik offers the most reasonable and clearly expressed interpretation of the concept: "Text is a completed speech formation, a meaningful structural-grammatical unit, objectified in oral or written form, formed according to the rules of speech. the laws of a certain language, which have an autonomous meaning, are characterized by closedness, dependence, consist of a number of supraphrase units united by various lexical, grammatical, logical, stylistic connections and have a certain pragmatic orientation" [7, p. 22].

As linguists explain, such diverse definitions of the text as the highest level unit of the language system are due to a number of reasons. According to O. Selivanova, the main ones are as follows:

absoluteization of the structural organization of text and grammatical means of communication;  
formal-structural, genre-style variety of texts and their expression method;

multifaceted approaches to studying the text (ontological, epistemological, actually linguistic, psychological, pragmatic, communicative, structural, cognitive, etc.);

narrowing the function of the text to the level of the component of the communicative process;

absolutization as part of defining a certain category or several categories of the text [8, pp. 491–492].

Note that in the school course of language and literature education, the term "text" is often used to denote a segment of speech that has a specific linguistic design and is distinguished by semantic and grammatical integrity, functional and stylistic direction.

Taking into account the purpose of our research, we consider the text as a whole communicative unit, a product of speech activity, perception, elemental analysis, multiplication and creation, a means of forming the speech competence of elementary school students. The text, as the highest level unit of the language system, is characterized by a number of signs and adjectives. We will consider in detail what, in our opinion, is the most important to ensure the effectiveness of the process of formation of speech competence of elementary school students on text materials of various types, styles and genres. Such categorical features of text include informativeness, integrity, coherence, completeness, articulation, linearity, and modality.

A significant part of scientists, relying on the research of the Russian linguist I. Galperin, considers informativeness to be the most important category unique to the text and distinguishes three. the main types of information in it: factual, conceptual and subtextual. Factual information includes information about certain facts, processes, events, events, place of action and its time, etc[6, pp. 491–492].

As scientists have noted, conceptual information reflects the worldview of the author, his moral and ethical views and beliefs, and aesthetic preferences. This type of information reveals the author's intention, although it is not always clearly expressed in words. Subtext information is the hidden meaning of words and phrases. It affects the concept of the text, corresponds to the author's idea or the subjective perception–understanding of its content by the receiver (reader or listener) [9, p. 168].

In elementary school, the content of the text is considered by revealing its topic and main idea, choosing the key words of the text, choosing a title for it, and determining the attitude of students to the topic. speech, its evaluation or expressive features. The topic of the text is what it talks about, that is, the topic of speech. In order for the text to have a clear thematic orientation, all its components should be united by one topic [6, p. 18]. The process of developing a general topic is carried out at the level of microtopics, which contain information about what exactly is said in the text, the main subject of the speech and related topics. Specific "guides" of the topic are key (supporting) words. They reflect the content of the text and help to repeat it in the retelling. In oral speech, key words are emphasized with logical emphasis.

The main idea of the text is the answer to the question posed in the topic. In the text, it is often located at the beginning or in the title (to adapt to the recipient's perception of information), at the end of the text (to conclude), less often – in another part of the text. Since the main idea is developing in any statement, the text can be defined as "given" or "known" (already said) and "new". In order to facilitate the identification of the topic and main idea of the text, it is recommended to ask elementary students to answer the following questions: What is the text about? What did the author mean?

As the researchers noted, the integrity, integrity of the text (Latin *sectorerentia* – "connection", "unification") can be content (semantic), structural–grammatical, communicative. Content (semantic) integrity consists of the unity of the subject and content of the text. Structural–grammatical integrity is manifested in the unity of speech types, styles and genres provided by the consistency of grammatical forms (person, tense, case of predicative verbs, etc.). The communicative integrity of the text is expressed by the unity of the intentions of the communicators, the purpose of speech and their results [10].

It is desirable to familiarize primary school students with the category of text integrity in the process of elemental analysis and editing of deformed texts of different, style and genre whose content is partially inconsistent with the topic. non–compliance with the type of speech or the stylistic unit of the sentence is the purpose of the sentence. The category of completeness is closely related to the consistency of the text, that is, its formal and meaningful closure, completeness.

However, in modern linguistics, there is an opinion that completeness as a complete content and structural expression of the author's intention is characteristic only of specific texts with clear boundaries.

In order to form communication skills related to the category of text completion in elementary school students, it is necessary to use tasks to observe and understand the need to reveal the topic of the statement, the completeness of the main idea, and the importance of the students' reasoning conclusions.

The relevance category helps to develop the theme of the text, to ensure its integrity. This feature of the text is manifested both in the semantic–grammatical and in the structural–compositional integration of its separate parts into a word unit, meaningful integrity [4, p. 145].

Text harmony tools include language units at different levels:

lexical (repetition of words, thematic groups of the dictionary, synonyms, antonyms, relation of form–temporal and modal verb forms),

morphological (connectors, connecting words, personal and demonstrative pronouns),

syntactic (order of words, placement of sentences in the text, use of participles, parallelism of parts of complex sentences, etc.),

stylistic (gradation, ellipsis, incomplete sentences, rhetorical sentences, etc.),

rhythm and tone (intonation, pauses, stress, etc.).

According to the research of A. Mamaliga [8], the elements and components of the text can be combined with different types of connections: chain, parallel, integral, correlative, thematic, contact, distant, etc.

In current textbooks of Mother tongue and reading for students of grades 2–4, chain and parallel connected texts between sentences are most common. A chain connection is based on a linear sequence, a commonality of components. With this type of connection, the semantic integrity of the text is achieved by repeating certain elements of the previous sentence (lexical repetitions, synonyms, paraphrases, using general concepts) or replacing them with personal and demonstrative pronouns (he, this, so, so), etc.), adverbs (there, here, then, etc.). Sentences in the text with parallel connection are relatively independent, grammatically unrelated to others; they are connected only through semantic relations determined by the semantic structure of the text [8, p. 16].

When choosing different types of texts for use in language lessons and speech development, the primary school teacher should take into account the possibility of combining different types of connections between sentences within the same text. A chain link between sentences is often used in narrative texts and reasoning, while a parallel link is used to describe events, situations, events, etc. The structure of the text into relatively independent parts, elements is called division or discreteness. In the process of text segmentation, linguists suggest taking into account various features: deep and superficial, conceptual and methodological, substantive and technical, objective and subjective.

In particular, the deep division of the text is divided into microtopics, and the superficial division is related to pauses. Conceptual division is a logical justification of the division of the text into parts subordinate to the methodological goal – the design of the work, the abstract, the formula, etc. The substantive and technical division of the text is determined by the appropriate polygraphic rubrication – design of headings, division into sections, paragraphs, clauses, paragraphs, etc. The objective and subjective division is related to the idea of the author, his understanding of discreteness [6, p. 38; 10, p. 8].

The minimal structural units of the text include a complex syntactic unit and a paragraph. In local linguistics, "complex syntactic unity" (or, in other terminology, "syntactic unit", "syntactic unit", "prose stanza") means a set of two or more independently structured sentences (phrases) that are semantically and syntactically united into a meaningful whole.

Given its complexity, this concept is not used in the elementary course of language and literature education, but the division of the text into parts, its analysis is carried out from the point of view of DTS. In particular, it is customary to distinguish three main parts within a complex syntactic entity:

beginning – the beginning of an idea, topic;

the main part – presentation of the topic, development of the idea;

conclusion – conclusion.

According to most scholars [3, 4, 5], the paragraph performs three main functions in the text:

logical–semantic, it reflects the logical reasoning of the author;

expressive–emotional, which includes revealing the author's feelings, emotions, attitude to what is described in the text;

Emphasis and emphasis are expressed by the author's desire to highlight the most important information in the text, in his opinion.

The division of the text into paragraphs depends on the genre and style of speech, the author's intention, understanding of the content and content of the text. Elementary school students should know that in writing a new line of the text ("red line") is indicated by a paragraph with an indentation to the right, and in oral speech it is characterized by a specific intonation: a longer pause than between sentences. rising pitch in the middle of a paragraph and at the beginning of it.

In modern linguistics, the linearity of the text is considered as a category that allows to organize discrete language units in a certain sequence, to direct the thought in a certain direction [9, p. 4]. Scholars pay special attention to the connection between the linearity of the text and the continuum category translated from Latin. language continuum means "continuous", "continuous".

Continuity of the text means the logical sequence of facts, events, happenings in time and space, their interdependence. Forming the ability to plan the text, notice the time between sentences, words that show cause–and–effect relationships, prevention and elimination of logical errors is an important basis for primary school students to be aware of the above.

Introducing elementary school students to this feature of the text (without using the term) will be propaedeutic acquisition of expressive and visual means of the Mother tongue, understanding of their role in the expression of thought.

**CONCLUSIONS.** The formation of speech competence of elementary school students is a multifaceted and at the same time complex process, which is based on the perception, repetition and analysis, creation and editing of oral and written statements of various styles and genres by students. Linguistic basis of such work in native language classes in elementary school is theoretical information on linguistics and text stylistics, in particular:

text is a multi–meaning concept, in modern linguistics it is understood as a unit of the highest level of the language, a system with a multi–level structural–content, meaningful and communicative organization;

the main categorical features of the text include informativeness, integrity, coherence, completeness, articulation, linearity and modality;

there are various types of connections between the sentences in the text.

The most typical chain (series) and parallel connections in the texts of Mother tongue exercises and reading textbooks for elementary school students; – the minimal components of the text are a complex syntactic unit and a paragraph.

It was found appropriate to organize the process of learning theoretical knowledge and its practical application in mother tongue classes as a whole process into two stages. The requirements for the activities of teachers and students at each stage, the types of work performed in each stage in a

certain consistency were detailed, the results to be achieved were proved scientifically and practically.

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